

ENGLISH 10 COURSE SYLLABUS 2017-18

Teacher: Ms. Sarah Knuth

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Planning Period: 6th Hour (1:20-2:15)

Lunch: MS (10:45-11:15)

Required Text and Materials: Students need to bring the following to class daily: independent reading book, journal/notebook, and school provided Chromebook or student provided electronic device. *The Language of Literature* by McDougal Littell is housed in the media center as are novels, such as *Fahrenheit 451* by Ray Bradbury, and need to be checked out by students.

Apps: Joining your Google Classroom course will give you access information/join codes for other applications that will be used for our learning and skill development. These applications will be used often: vocabulary.com, newsela.org, and elireview.com,

Prerequisite: English 9 or Accomplished Criteria for Acceleration with Administrative Approval

Catalog Description: English 10 (1 credit - 2 terms); Career Pathways: 1, 2, 3, 4, 5, 6
This course is designed to nurture growth in students' individual skills in the areas of reading, writing, speaking, listening, and language usage. Increasingly sophisticated materials are used to support growth in critical thinking and problem-solving. Instruction and assessment for specific Common Core State Standards help to ensure that students make adequate progress over a range of skills and applications as materials become more difficult. Students are expected to read a variety of literary genres from diverse cultures as active readers with an emphasis on close reading to analyze concepts such as emerging themes, author's purpose, point-of-view, intended audience, and structural elements.

Anchor texts include drama by William Shakespeare, the novel *Fahrenheit 451* by Ray Bradbury, and selections in the literature anthology. News articles or editorials for close reading analysis will be assigned nearly every week. Students will be expected to read independently daily working toward a diverse personal reading list for the course. Students will further develop vocabulary and grammar skills, as well as continue to gain experience in defining and refining personal, academic and expository writing proficiency.

Course Objective: To improve skills in target areas for reading, writing, speaking, and listening while becoming better people with more awareness of self and others.

Common Core State Standards are Learning Targets (Not all standards can be assessed)

CCSS.ELA-LITERACY.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.A: Use parallel structure.*

CCSS.ELA-LITERACY.L.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.2.A: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B: Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C: Spell correctly.

CCSS.ELA-LITERACY.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CCSS.ELA-LITERACY.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-LITERACY.L.9-10.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-LITERACY.L.9-10.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B: Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Academic Integrity Policy: North Muskegon Public Schools expects that all faculty and students will adhere to high standards of personal and academic honesty. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Faculty members, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty consists of, but is not limited to:

Cheating. Cheating is defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain, materials or information, including computer material pertaining to any practice or assessment that a student is expected to do alone.

Plagiarism. Plagiarism is defined as the use of another's words or ideas without acknowledgement.

Penalties for violation of these standards of conduct will result in discipline outlined in the student handbook and supervised work completion.

Student responsibilities: As a student in this class, you are responsible for . . .

Being present,
Being ready and willing to learn,
Being part of a learning team,
Completing academic work to the best of your ability, and
Communicating issues with the teacher honestly.

Classroom Guidelines: Everyone is responsible for working toward meeting these goals.

1. **Communicate clearly:** Say what you mean and mean what you say. Ask questions. Don't make assumptions. Align your actions with your words.
2. **Demonstrate honor and respect** for everyone. Respect boundaries and limits. Don't take things personally. Be NICE! (Notice, Invite, Challenge, Empower)
3. Always **do your best**. Don't compare yourself to others. Strive to be your best self! Your best will vary because of circumstances outside of your control.
4. Be patient. **Breathe** deeply. Learn from past mistakes and keep moving forward.
5. **Be curious**. Follow your interests and look for answers to your questions. Find your passions!

Attendance: Regular attendance is essential for promotion and success in your schoolwork. Participation in classroom activities, classroom discussions, and certain other interactions are all necessary ingredients of the learning process. Students shall be in attendance for 90% of scheduled classes of each course in order to earn credit in the course, if all course objectives have been met. If a student is present less than 90% of scheduled classes, the student will receive a grade of "N" (no credit) for the course. For 2017-2018, 90% attendance allows for 7 absences per term.

Students with 8-11 absences shall be required to take the semester exam for the course and earn a grade of at least 78% (C+) to obtain the calculated grade for the course. If the student does not earn a grade of 78% on the final exam, a grade of "N" (no credit) will be issued for the course.

Students with 12 or more absences will receive an "N" (no credit) unless written verification of extenuating circumstances are submitted to the building principal and approved by administration.

Grading: The final grade for the course is based on the percentage of points earned: A+ (98-100); A (93-97); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-79); C (73-77); C- (70-72); D+ (68-69); D (63-67); D- (60-62); E (0-59). As we move to standards-based grading (SBG) in 2019-2020, most assessments will be marked using a SBG scale: 4 (mastery), 3 (approaching mastery), 2 (progressing toward proficiency), 1 (needs more time and support), and I/N (incomplete or not submitted).

Policy on Deadlines: All work should be submitted when due. Absent students should seek instructions from the teacher, Google Classroom, and classmates for missed lessons and assignments. Missed work should be submitted in a timely manner as determined through the student's communication with the teacher. The general guideline is that students have the same number of days to do the work as students who were present had.

Statement on Student Behavior: North Muskegon Public Schools is a community of scholars whose members include administrators, faculty, staff, and students. Mutual respect and civility are expected in the classroom or other academic settings, as well as, in any communication.

NMPS has the duty of providing students with privileges, opportunities, and protections that best promote learning;

Students have the right to a non-threatening learning environment;

Students have the responsibility to refrain from infringing on the right of others to learn or the right of teachers to teach; and

Any student whose behavior disrupts learning may be subject to disciplinary action as outlined in the North Muskegon Public Schools Student Handbook.